Tisa Mason, Professional Standards Division Director
Report for the 2011 July Board Meeting

June 17, 2011

Discussion Items
1. Student Affairs Professional Development E-Portfolio
2. Ethics/CAS Ethics Statement/Standards of Professional Practice/Principles of Good Practice (attachments)

NASPA Goals
A. To provide professional development to our members through the creation and dissemination of high quality experiences, information and exemplary models of practice.

Professional Standards Division Goals

National
- Create timeline and process for ongoing review of the professional competency areas (Chair)
- Create and pilot a Student Affairs Professional Development E-Portfolio to track progress on the professional competency areas at NASPA national and regional events (Staff)
- Market the Student Affairs Professional Development E-Portfolio program (Chair & Staff)
- Utilize the professional competencies at the NASPA annual conference as well as at other NASPA national institutes, conferences, and initiatives (Staff)
- Incorporate the professional competencies into The Placement Exchange (Staff)
- Present an educational session at the NASPA annual conference (Chair & Staff)
- Consult with CAS (Chair & Staff)
- Work with the technology and sustainability knowledge communities to create meaningful ways to demonstrate how these two areas serve as "threads" to all the professional competencies (KC Liaison)
- Keep the KCs aware of the Professional Standards and Competencies as they evolve (KC Liaison)
- Infuse the Professional Standards and Competencies into all levels of KC work (KC Liaison)
- Work with faculty responsible for student affairs graduate preparation programs to identify ways to incorporate the professional competencies (Faculty Liaision)

Principles of Good Practice for Student Affairs
1996 - 1997

Good Practice in Student Affairs:
- Engages students in active learning.
- Helps students develop coherent values and ethical standards.
- Sets and communicates high expectations for student learning.
- Uses systematic inquiry to improve student and institutional performance.
- Uses resources effectively to achieve institutional missions and goals.
- Forges educational partnerships that advance student learning.
- Builds supportive and inclusive communities.

Introduction

Today's context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about the increasing cost of higher education, and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility, and equal opportunity. Our response to these challenges will shape our role in higher education. The choice of student affairs educators is simple: We can pursue a course that engages us in the central mission of our institutions or retreat to the margins in the hope that we will avoid the inconvenience of change.

Others in higher education have recognized these challenges and have responded with calls to concentrate "on the core function of the enterprise, that is, focusing on student learning" (Wingspread Group, 1993). Focusing on learning rather than instruction is a fundamental shift in perspective. If the purpose of education is learning, then institutional effectiveness should be measured by specific educational benefits and outcomes rather than by the number of computers, books, faculty, or the size of endowments.

Creating learning environments and learning experiences for students has always been at the heart of student affairs work. The Student Learning Imperative (American College Personnel Association, 1994) asked us to embrace the current challenges as an opportunity to affirm our commitment to student learning and development. As a first step in that direction, the Student Learning Imperative articulated the need for an emphasis on student learning and the value of student affairs educators working collaboratively with students, faculty, academic administrators, and others. The next step is identifying practices that will move our profession forward in its focus on learning and guide us in meeting the challenges with which we are confronted. For this purpose, we have identified principles to guide the daily practice of student affairs work.

Defining Principles of Good Practice for Student Affairs

In 1986 in the wake of reports critical of undergraduate education, the Lilly Endowment and the Johnson Foundation sponsored an effort by higher education leaders to identify the most effective approaches to educating undergraduates. From this discussion, Chickering and Gamson (1987) developed seven principles of good practice in undergraduate education: (1) student-faculty contact, (2) cooperation among students, (3) active learning, (4) prompt feedback, (5) time on task, (6) high expectations, and (7) respect for diverse talents and ways of learning. These principles established a concise statement of behaviors associated with high quality undergraduate education that practitioners, scholars, and the general public could understand and use.

Student affairs lacks a comparable statement of good practice. If we are to collaborate with others in higher education to advance student learning, we need clear and concise guidelines for how to proceed. This document -- Principles of Good Practice for Student Affairs -- is intended to provide those guidelines. Some of the principles identified for good student affairs practice are similar to those proposed by Chickering and Gamson (1987). The two sets of principles share a commitment to student learning, but the primary audiences for each document and the scope of learning activities addressed are different.

Contexts of Student Affairs Practice

Student Affairs Commitments and Values

To be meaningful, principles of good practice for student affairs should be consistent with our core values which have been documented throughout the literature of the profession. Since 1937 when the American Council on Education published the first Student Personnel Point of View, our field has produced many documents about student affairs work. These works span seven decades, examining student affairs from different perspectives and for different purposes. They demonstrate our long-standing belief that higher education has a responsibility to develop citizens capable of contributing to the betterment of society. These documents affirm our conviction that higher education has a duty to help students reach their full potential.

Our beliefs about higher education serve as the foundation for our commitment to the development of "the whole person"; our collective professional values are derived from that commitment. Values evident across the history of student affairs work include an acceptance and appreciation of individual differences; lifelong learning; education for effective citizenship; student responsibility; ongoing assessment of learning and performance (students' and our own); pluralism and multiculturalism; ethical and reflective student affairs practice; supporting and meeting the needs of students as individuals and in groups; and freedom of expression with civility. Any statement of principles of good practice for student affairs must be consistent with our profession's values and must help us meet our founding commitments.

The Importance of Context

Our history also reminds us that good student affairs practice must be considered within the context of issues that influence higher education and its missions. Societal concerns and needs, economic conditions, and external political agendas shape the parameters for student affairs work. These conditions emphasize the need for our practices to be informed by research and writing not only about teaching and learning but also concerning the most pressing issues confronting our students and their families.

Institutional contexts influence how principles for good practice are applied. Such contexts within higher education include institutional missions, expectations, and student demographics. In realizing institutional goals, each student affairs division is responsible for managing its resources effectively in support of its institution's mission. This document provides a framework to aid student affairs in meeting these challenges without sacrificing the individuality of their institutions.

Using the Principles

The Principles of Good Practice are not immutable rules, nor do we offer specific instructions for their use at particular institutions. The principles are means to conducting learning-oriented student affairs work, based on extensive research about the impact of college on educational outcomes. As such, they offer unambiguous, yet adaptable, guidelines for productive use of resources for learning.

The principles were written to be incorporated into everyday tasks and interactions with students, faculty, academic administrators, and others. They are intended to shape how we think about our responsibilities, communicate our purposes to others, and engage students. Using the principles as a one-time topic for staff orientation or setting them aside until a crisis occurs for which they might be useful serves little purpose. Rather, the principles should create a continual context for examining and implementing student affairs missions, policies, and programs. They should provide both a guide for assessing the contribution of student affairs to student learning outcomes and a curriculum for ongoing in-service education.

Principles of Good Practice

1.   *Good practice in student affairs engages students in active learning.*

[Inventory 1]
Active learning invites students to bring their life experiences into the learning process, reflect on their own and others' perspectives as they expand their viewpoints, and apply new understandings to their own lives. Good student affairs practice provides students with opportunities for experimentation through programs focused on engaging students in various learning experiences. These opportunities include experiential learning such as student government; collective decision making on educational issues; field-based learning such as

internships; peer instruction; and structured group experiences such as community service, international study, and resident advising.

2.   *Good practice in student affairs helps students develop coherent values and ethical standards.* [Inventory 2]
Good student affairs practice provides opportunities for students, faculty, staff, and student affairs educators to demonstrate the values that define a learning community. Effective learning communities are committed to justice, honesty, equality, civility, freedom, dignity, and responsible citizenship. Such communities challenge students to develop meaningful values for a life of learning. Standards espoused by student affairs divisions should reflect the values that bind the campus community to its educational mission.

3.   *Good practice in student affairs sets and communicates high expectations for learning.* [Inventory 3]
Student learning is enhanced when expectations for student performance inside and outside the classroom are high, appropriate to students' abilities and aspirations, and consistent with the institution's mission and philosophy. Expectations should address the wide range of student behaviors associated with academic achievement, intellectual and psychosocial development, and individual and community responsibility. Good student affairs divisions systematically describe desired levels of performance to students as well as to practitioners and regularly assess whether their performances are consistent with institutional expectations.

4.   *Good practice in student affairs uses systematic inquiry to improve student and institutional performance.* [Inventory 4]
Good practice in student affairs occurs when student affairs educators ask, "What are students learning from our programs and services, and how can their learning be enhanced?" Knowledge of and ability to analyze research about students and their learning are critical components of good student affairs practice. Student affairs educators who are skilled in using assessment methods acquire high-quality information; effective application of this information to practice results in programs and change strategies which improve institutional and student achievement.

5.   *Good practice in student affairs uses resources effectively to achieve institutional missions and goals.* [Inventory 5]

Effective student affairs divisions are responsible stewards of their institutions' financial and human resources. They use principles of organizational planning to create and improve learning environments throughout the campus that emphasize institutions' desired educational outcomes for students. Because the most important resources for learning are human resources, good student affairs divisions involve professionals who can translate into practice guiding theories and research from areas such as human development, learning and cognition, communication, leadership, and program design and implementation.

6.   *Good practice in student affairs forges educational partnerships that advance student learning.* [Inventory 6]

Good student affairs practice initiates educational partnerships and develops structures that support collaboration. Partners for learning include students, faculty, academic administrators, staff, and others inside and outside the institution. Collaboration involves all aspects of the community in the development and implementation of institutional goals and reminds participants of their common commitment to students and their learning. Relationships forged across departments and divisions demonstrate a healthy institutional approach to learning by fostering inclusiveness, bringing multiple perspectives to bear on problems, and affirming shared educational values.

7. *Good practice in student affairs builds supportive and inclusive communities.*
[Inventory 7]
Student learning occurs best in communities that value diversity, promote social responsibility, encourage discussion and debate, recognize accomplishments, and foster a sense of belonging among their members. Good student affairs practice cultivates supportive environments by encouraging connections between students, faculty, and student affairs practitioners. This interweaving of students' academic, interpersonal, and developmental experiences is a critical institutional role for student affairs.

Concluding Thoughts

The Principles of Good Practice for Student Affairs is intended to guide student affairs practice. The principles are grounded in the research on college students, experiences with effective educational institutions, and the historical commitment of student affairs to students and their learning. Ongoing discussions and research on the principles will further develop our understanding of good practice in student affairs. These principles should not limit or restrain other proven means to enrich the education of students. They are intended not as an end in themselves, but as a means to our common goal: achieving the educational missions of our institutions by focusing on student learning.

References
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Wingspread Group on Higher Education. (1993). An American imperative: Higher expectations for higher education. Racine, WI: The Johnson Foundation.

Inventories for Use With the "Principles of Good Practice for Student Affairs"

For each principle presented below is an inventory of items that pertain to that principle. These inventories are designed to help student affairs professionals examine their individual and institutional mission, goals, policies and practices to determine their level of consistency with the identified Principles of Good Practice. Each Inventory can be used to assist student affairs professionals and other members of the campus community to review current activities and to identify new initiatives they might wish to pursue.

An inventory accompanies each of the seven principles: Active Learning, Value and Ethical Standards, High Expectations, Systematic Inquiry, Effective Utilization of Resources, Educational Partnerships, and Supportive and Inclusive Communities. The inventory items that correspond with each principle address policies, practices, institutional culture, norms and expectations that support good practice in student affairs administration. Each inventory can be useful to all campus staff and faculty members who are interested in providing quality services to students and promoting student learning.

The inventories were created to enhance and improve student affairs activities on campuses, not to evaluate current practices. These are to be used as a method of awareness and insight to create opportunities for "program" development, offer ideas or support current activities. Each inventory will be best used as a basis for interpretation and improvement of current methods, not as a basis for judgment about performance, summative evaluation or self-justification.

- Inventory 1
- Inventory 2
- Inventory 3
- Inventory 4
- Inventory 5
- Inventory 6
- Inventory 7

NASPA - Student Affairs Administrators in Higher Education is an organization of colleges, universities, agencies, and professional educators whose members are committed to providing services and education that enhance student growth and development. The association seeks to promote student personnel work as a profession which requires personal integrity, belief in the dignity and worth of individuals, respect for individual differences and diversity, a commitment to service, and dedication to the development of individuals and the college community through education. NASPA supports student personnel work by providing opportunities for its members to expand knowledge and skills through professional education and experience. The following standards were endorsed by NASPA at the December 1990 board of directors meeting in Washington, D.C.

1. **Professional Services**
   Members of NASPA fulfill the responsibilities of their position by supporting the educational interests, rights, and welfare of students in accordance with the mission of the employing institution.

2. **Agreement with Institutional Mission and Goals**
   Members who accept employment with an educational institution subscribe to the general mission and goals of the institution.

3. **Management of Institutional Resources**
   Members seek to advance the welfare of the employing institution through accountability for the proper use of institutional funds, personnel, equipment, and other resources. Members inform appropriate officials of conditions which may be potentially disruptive or damaging to the institution's mission, personnel, and property.

4. **Employment Relationship**
   Members honor employment relationships. Members do not commence new duties or obligations at another institution under a new contractual agreement until termination of an existing contract, unless otherwise agreed to by the member and the member's current and new supervisors. Members adhere to professional practices in securing positions and employment relationships.

5. **Conflict of Interest**
   Members recognize their obligation to the employing institution and seek to avoid private interests, obligations, and transactions which are in conflict of interest or give the appearance of impropriety. Members clearly distinguish between statements and actions which represent their own personal views and those which represent their employing institution when important to do so.

6. **Legal Authority**
   Members respect and acknowledge all lawful authority. Members refrain from conduct involving dishonesty, fraud, deceit, and misrepresentation or unlawful discrimination. NASPA recognizes that legal issues are often ambiguous, and members should seek the advice of counsel as appropriate. Members demonstrate concern for the legal, social codes and moral expectations of the communities in which they live and work even when the dictates of one's

conscience may require behavior as a private citizen which is not in keeping with these codes/expectations.

7. **Equal Consideration and Treatment of Others**
Members execute professional responsibilities with fairness and impartiality and show equal consideration to individuals regardless of status or position. Members respect individuality and promote an appreciation of human diversity in higher education. In keeping with the mission of their respective institution and remaining cognizant of federal, state, and local laws, they do not discriminate on the basis of race, color, national origin, religion, sex, age, gender identity, gender expression, affectional or sexual orientation, or disability. Members do not engage in or tolerate harassment in any form and should exercise professional judgment in entering into intimate relationships with those for whom they have any supervisory, evaluative, or instructional responsibility.

8. **Student Behavior**
Members demonstrate and promote responsible behavior and support actions that enhance personal growth and development of students. Members foster conditions designed to ensure a student's acceptance of responsibility for his/her own behavior. Members inform and educate students as to sanctions or constraints on student behavior which may result from violations of law or institutional policies.

9. **Integrity of Information and Research**
Members ensure that all information conveyed to others is accurate and in appropriate context. In their research and publications, members conduct and report research studies to assure accurate interpretation of findings, and they adhere to accepted professional standards of academic integrity.

10. **Confidentiality**
Members ensure that confidentiality is maintained with respect to all privileged communications and to educational and professional records considered confidential. They inform all parties of the nature and/or limits of confidentiality. Members share information only in accordance with institutional policies and relevant statutes when given the informed consent or when required to prevent personal harm to themselves or others.

11. **Research Involving Human Subjects**
Members are aware of and take responsibility for all pertinent ethical principles and institutional requirements when planning any research activity dealing with human subjects. *(See Ethical Principles in the Conduct of Research with Human Participants, Washington, D.C.: American Psychological Association, 1982.)*

12. **Representation of Professional Competence**
Members at all times represent accurately their professional credentials, competencies, and limitations and act to correct any misrepresentations of these qualifications by others. Members make proper referrals to appropriate professionals when the member's professional competence does not meet the task or issue in question.

13. **Selection and Promotion Practices**
Members support nondiscriminatory, fair employment practices by appropriately publicizing staff vacancies, selection criteria, deadlines, and promotion criteria in accordance with the spirit and intent of equal opportunity policies and established legal guidelines and institutional policies.

14. **References**
Members, when serving as a reference, provide accurate and complete information about candidates, including both relevant strengths and limitations of a professional and personal nature.

15. **Job Definitions and Performance Evaluation**
Members clearly define with subordinates and supervisors job responsibilities and decision-making procedures, mutual expectations, accountability procedures, and evaluation criteria.

16. **Campus Community**
Members promote a sense of community among all areas of the campus by working cooperatively with students, faculty, staff, and others outside the institution to address the common goals of student learning and development. Members foster a climate of collegiality and mutual respect in their work relationships.

17. **Professional Development**
Members have an obligation to continue personal professional growth and to contribute to the development of the profession by enhancing personal knowledge and skills, sharing ideas and information, improving professional practices, conducting and reporting research, and participating in association activities. Members promote and facilitate the professional growth of staff and they emphasize ethical standards in professional preparation and development programs.

18. **Assessment**
Members regularly and systematically assess organizational structures, programs, and services to determine whether the developmental goals and needs of students are being met and to assure conformity to published standards and guidelines such as those of the Council for the Advancement of Standards for Student Services/Development Programs (CAS). Members collect data which include responses from students and other significant constituencies and make assessment results available to appropriate institutional officials for the purpose of revising and improving program goals and implementation.

ETHICS TASK FORCE CONTENT ANALYSIS

Themes (based on Baird)	Rights & Responsibilities: Duty/Compliance/Reason Individual choices Cognition, affect, & metacognition	Results: Experience - Greatest Good for Greatest Number Individual choices Cognition, affect, & Metacognition followed by Self-Esteem	Relationship: Justice & authority while honoring marginalized Leadership choices Self-regulation followed by Conation	Reputation: Virtue & tradition Leadership choices Self-actualization followed by Conation
NASPA Standards of Professional Practice	# 4 – Employment Relationship – duty of contract # 6 – Legal Authority – honesty & proper conduct # 8 – Student Behavior – demo & promote responsible behavior that enhances personal growth & development of students – sanction improper action # 9 – Integrity of Information & Research – accurate with professional integrity #10 – Confidentiality # 11 – Research involving human subjects – compliance with requirements #12 – Representation of Professional Competence # 13 – Selection & Promotion Practices – nondiscrimination # 15 – Job Definitions & Performance Evaluation	# 8 – Student Behavior – demo & promote responsible behavior that enhances personal growth & development of students – sanction improper action # 15 – Job Definitions & Performance Evaluation # 18 – Assessment – regular & systematic assessment of programs, services, etc. to see if goals and needs are being met for students & to meet conformity to published standards & guidelines of profession	Self-regarding virtues Other-regarding virtues #1 – Prof. Stds. - fulfill responsibilities of position # 3 – Mgmt. of Institutional Resources # 7 – Equal consideration and Treatment of Others (fairness & impartiality & equal consideration to others regardless of status or position #10 – Confidentiality # 11 – Research involving human subjects – compliance with requirements #12 – Representation of Professional Competence # 13 – Selection & Promotion Practices – nondiscrimination # 15 – Job Definitions & Performance Evaluation # 17 – Professional Development – obligation to continue & contribute to development of self & others to enhance knowledge &	#2 – Agreement with Institutional Mission & Goals # 5 – Conflict of Interest – obligation to prof. institution # 9 – Integrity of Information & Research – accurate with professional integrity # 14. References – authenticity of reputation # 16 – Campus Community – common goals that foster collegiality & mutual respect # 18 – Assessment – regular & systematic assessment of programs, services, etc. to see if goals and needs are being met for students & to meet conformity to published standards & guidelines of profession

		skills of all		
ACPA Statement of Ethical Principles and Standards	Benefit to others Respect Autonomy Be Faithful *Professional Responsibility & Competence*	Do no harm *Student learning & development*	Promote Justice *Responsibility to society*	Affiliation *Responsibility to institution*
CAS General Standards	Autonomy (responsibility for actions) Beneficence Fidelity (truth)	Non-Malfeasance (do no harm)	Justice (promote human dignity; endorse equality & fairness for all)	Beneficence (altruistic; welfare) … aka: virtue
CAS Statement of Shared Ethical Principles	Autonomy Beneficence Fidelity Fidelity (faithful to obligation) Veracity (truth is conveyed)	Non-Malfeasance (do no harm)	Justice	Non-Malfeasance (do no harm) Affiliation
SPPOV (1937 & 1949) – "purpose of HE is the preservation, transmittal, & enrichment of culture…"				
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Young & Elfrink (1991)	Freedom (to exercise choice) Uphold moral & legal principles Truth – faithfulness to fact/reality	Aesthetics (qualities that provide satisfaction … happiness)	Equality Justice Freedom (to exercise choice) Justice	Altruism (concern for welfare of others) Community – mutual empowerment

Regional

- Utilize the standards (and icons) for regional conferences and other institutes, workshops, and other initiatives such as the Metro-Moment   (I, II, III, IV-W, V, VI)
- Present an educational session on the competency areas at the regional conference (I, II, III, IV-W, V)
- Survey regional membership to learn how they are currently using the professional competency areas and what assistance they may need to apply the professional competencies in the various roles in the profession (I, III, IV-W)
- Host a discussion on how campuses are using/can use the professional competency areas to frame staff development efforts such as utilizing them in campus performance planning cycles (II, IV-W,V)
- Create a regional leadership team to promote the professional competencies (I)
- Incorporate an article on one competency area per month (or other approach) in the regional newsletter – this will be a shared writing assignment among all members of the division (I,II, III, IV-W, V, VI)
- Distribute ideas and suggestions on how to use the professional competencies to the regional membership (I)
- Assist regional KCs with infusing the professional competencies in workshop opportunities – (KC Liaison, I, V)
- Send letter to faculty responsible for student affairs graduate preparation programs in the region reminding them about the competency areas and their role in ensuring appropriately skilled professionals – the letter will be signed by both the regional representative and the Faculty Liaison – (Faculty Liaison, I, II, III, IV-W, V, VI)